

Jim Maupin
NARRATIVE OF PROFESSIONAL SERVICE AT NEW MEXICO STATE
UNIVERSITY

I. Institutional Context

Founded in 1888 as a land grant college, New Mexico State University (NMSU) is now a major institution of higher learning that preserves many of the traditions of its land grant origins. Always strong in science, engineering and agriculture, NMSU is increasing emphasis on the humanities and social sciences.

NMSU emphasizes both teaching and research. The university serves approximately 16,000 students each year, including approximately 2,000 graduate students from all states and 82 countries. NMSU is the only university in the United States to have both a Carnegie Foundation rating of Level One and a Minority Institution designation. The university has more than \$200 million in total research contracts and anchors the southern end of New Mexico's Rio Grande Research Corridor.

The College of Arts and Sciences within the university is the largest, both in terms of students and faculty, of the university. The Department of Criminal Justice, within the College of Arts and Sciences, offers an associate degree, bachelor degree, and master of criminal justice degree to approximately 480 undergraduate and 50 graduate students. The Department has served these students since my arrival with seven full time faculty, a department head, one secretary and six half-time graduate assistants.

The teaching load for faculty is three 3-credit courses per semester. In addition, faculty offer internships, special studies, and directed readings. For the past 4.5 years I have taught an average of 88 undergraduate and 44 graduate students per year. I served as the chair of eight successfully completed theses. I served as the outside member of two successfully completed theses. I served as the chair of nine successfully completed non-thesis oral examinations and been a member of fifteen others. I served as the Graduate School Dean's Representative of six master's final oral examinations and am serving as the outside member on a Ph.D. committee for a student in the Department of Psychology. I am also co-chair of a doctoral committee for a student pursuing an Interdisciplinary Doctorate.

During my first two and one-half years I was the primary advisor of approximately fifty undergraduate students. During my last two years I have served as the Graduate Coordinator of the Master of Criminal Justice Program (MCJ). Within that capacity I make recommendations on new admissions, assistantship appointments, serve as primary adviser for all graduate students prior to selecting their thesis or non-thesis committee, and coordinate graduate course offerings each semester.

The Department of Criminal Justice, in response to a request from the President of NMSU, is beginning the process of offering its MCJ to students in outlying areas of New Mexico via the internet. As graduate coordinator I am responsible for organizing course offerings for the distance program. In addition, I was responsible for preparing the documents for NCA accreditation of the distance program.

II. Research

Since beginning as an assistant professor in the Department of Criminal Justice, I have published nine refereed journal articles, one referred book chapter, and four technical reports for the Juvenile Justice Advisory Board of Doña Ana County. Three of those refereed articles are published in journals considered to be among the top five journals of the discipline. Three others appear in a journal with a circulation exceeding 30,000, including academics (who routinely cite articles from this journal) and criminal justice professionals (judges and juvenile justice agency administrators). Considerable assessment of the quality of the journals is provided by those solicited to write external review letters.

All of my published works, since beginning in the Department of Criminal Justice, are collaborative. Collaborative research is expected and encouraged within the Department of Criminal Justice. This is the case for two important reasons. First, all faculty in the Department of Criminal Justice must provide extensive curriculum and advising service to the numerous undergraduate (yearly average in excess of 480) and graduate majors (yearly average in excess of 45). Second, the discipline is interdisciplinary by nature. Perusal of the table of contents of journals within the discipline will reveal that the overwhelming majority of all publications are co-authored. With the exception of the two publications with Dr. Winfree, equal contribution is assumed by co-authors for all published work.

My research focus is in the general area of policy analysis and program evaluation. More specifically, most of my research focuses on process and implementation issues within the juvenile justice setting. I employ both quantitative and qualitative analytic techniques. Whereas the quantitative analysis is directed at uncovering patterns associated with agency practice and the decisions made by criminal justice professionals, the qualitative analysis is extremely useful as a means of supplying a richer context within which to provide substantive interpretations of the quantitative analysis.

Since receiving my Ph.D. and beginning my academic career I have conducted numerous research projects that analyze various aspects of public policies and programs within the criminal justice setting. The foci of my research activity can be divided into five areas. The first four, although distinct, have considerable overlap. The fifth represents a new line of research I am pursuing with a colleague from Northern Arizona University. The five areas are (1) the importance of case study analysis; (2) collaborative community-based research; (3) analysis of non-urban jurisdictions; (4) expanding our knowledge regarding minority populations; and (5) justice system ethics, values and policy.

A. The Importance of Case Study Analysis

My first research project beyond my dissertation was a case study analysis of the Division of Juvenile Parole of the Arizona Department of Corrections. Originally begun as a workload study, the data gathered made it possible to evaluate the effectiveness of a risk classification decision making tool recently implemented by the Division in an effort to restrict the range of options available to juvenile parole officers and minimize the possibility that similar cases are treated differentially. My evaluation revealed that although parole officers remained in compliance with the technical aspects of agency policy, their actual daily supervision of juvenile

parolees varied widely and unpredictably. The resulting analysis, which appeared in a special issue of *Crime & Delinquency*, expanded our understanding of the limitations of "top-down" policy making and the ways in which "street-level bureaucrats" can affect the implementation of public policies and programs within a criminal justice agency. This project was significant for me in that it highlighted the remarkable value of case study analysis in testing hypotheses and developing more complete understanding of the policy process and the influence of key actors on policy outcomes.

B. Collaborative Community-Based Research

Well-designed program evaluation can produce information that contributes substantially to the academic field of Criminal Justice while providing direct benefit to local criminal justice jurisdictions. Conversations with agency directors reveal that many policy decisions are made without the benefit of systematic analysis of empirical data. Consequently, in collaboration with a colleague, I began offering my research skills to local jurisdictions struggling to design and evaluate policies and programs directed at ameliorating juvenile crime. This focus led to the development of an on-going research program, collaborative community-based research. Collaborative community-based research involves working together with community members, agency administrators, criminal justice professionals and other stakeholders to insure that research addresses questions and produces information of relevance to the criminal justice agency and jurisdiction that is the focus of analysis. This research program has resulted in the publication of numerous articles in journals including two prominent journals in the field, *Crime & Delinquency* and the *Journal of Criminal Justice*, technical reports, and increased utilization of evaluation research by agencies within local jurisdictions.

I feel the information provided in the journal publications expands our understanding of the patterns and factors affecting the processing of juveniles from referral to disposition within local jurisdictions. The evaluations have also been utilized by agencies within these jurisdictions to modify organizational structure and as support for successful funding proposals prepared by agency personnel. For example, one of the evaluations a colleague of mine and I conducted with the Doña Ana County Juvenile Justice Advisory Board was used in a successful proposal for federal funding to design and implement a juvenile drug court.

C. The Analysis of Non-Urban Jurisdictions

Research conducted within non-urban criminal justice jurisdictions is sparse. The scarcity of research is problematic for criminal justice professionals in non-urban jurisdictions struggling to design and implement policies and programs that can ameliorate problems within their jurisdictions. Most criminal justice jurisdictions in New Mexico and the Southwest United States are in nonurban and/or rural areas. In conjunction with the land-grant mission of NMSU, I have worked closely with numerous criminal justice agencies within the region to design and implement research projects. This aspect of my research has helped expand the criminal justice literature base as well as produce information relevant for the criminal justice professionals within non-urban and rural jurisdictions.

This understanding of the limitations of urban-based research for non-urban communities combined with my emphasis on collaborative community-based research was instrumental in a research proposal that was funded by the Office of Juvenile Justice and Delinquency Prevention

(OJJDP). My colleague and I are collaborating with an American Indian community in the Four Corners area to evaluate the juvenile justice system within that community in an effort to provide planning information relevant to resource need and use. In addition, the project is providing information on the many cultural and historical factors that influence the design and implementation of the existing juvenile justice system within this small rural community.

Nearly completed, this project has resulted in a book chapter and two conference paper presentations. We have been invited to present the findings of the completed project at the American Society of Criminology's annual convention in the Fall of 2001. My colleague and I have submitted one manuscript for journal publication and plan another based upon the data gathered during this project.

The above OJJDP funded research project was instrumental in my inclusion on another research grant as co-investigator. That grant, "Victim Rights and Services for the Pueblo of Laguna" is a community-based collaborative process evaluation of the victim witness and assistance program on the Pueblo of Laguna.

D. Expanding Our Knowledge Regarding Minority Populations

Research focusing specifically on minority populations is similarly scarce. The preponderance of research on minority populations is urban-based and also uses minority population analysis as a means of highlighting characteristics of the Anglo population. Once again working in concert with the land grant mission of NMSU I have had the opportunity to engage in research addressing this deficit.

The research described above is conducted in jurisdictions where Hispanics constitute a numerical majority within the study population. The results of that research highlight the influence of unique cultural characteristics that influence juvenile crime and the community response to that crime. In addition, the results also reveal many similarities with national trends.

E. Justice System Ethics, Values and Policy

This fifth category represents an addition to my research program. Working with Dennis Catlin, I am conducting a longitudinal analysis of the ethical orientation of police officers and the potential effect of those orientations on the day-to-day decision making of these street-level bureaucrats. This research program has resulted in one manuscript forthcoming in the *Journal of Criminal Justice*, submission of a second journal article manuscript, preparation of a third journal article manuscript, and three conference paper presentations. Our approach to assessing the ethical orientation of police officers is unique to the discipline and is producing information that suggests a significant shift in ethical orientation over time.

We are expanding the project in two directions. First we are adding a metropolitan police force so that we can compare the ethical orientation of those police officers to the state police unit we began the project with. Second, we are expanding the project to include a similar analysis among state judges.

III. Teaching

The faculty handbook for faculty within the College of Arts and Sciences stipulates that each faculty member allocate a minimum of 50% weight to teaching for purposes of merit as well as promotion and tenure evaluation. This is due in part to the high demand on teaching resources at NMSU. This is especially true in the Department of Criminal Justice where the seven (nine beginning with the 2001 – 2002 academic year) full-time faculty members and department head distribute their teaching energy across approximately 480 undergraduate majors and fifty graduate students each semester. Teaching is defined as all activities related to classroom work and preparation as well as advising.

A. Philosophy and Method

My primary goal is to help students develop knowledge and skills that can be appropriately applied in settings outside the classroom. A second goal is to help students develop conceptual knowledge enabling them to become proactive problem solvers in their places of professional employment, evaluate research presented in academic journals, and critically evaluate information provided by popular media sources.

To achieve these goals I work to establish an atmosphere of mutual respect among the students and in interactions with myself both within the classroom and inside my office during individual consultation.

Also critical for achieving my learning goals is a "blue collar" oriented course design that makes it necessary for students to work incrementally at mastery of the material throughout the entire sixteen weeks of the semester rather than periodically or only at the end of the semester (see College of Arts and Sciences Teaching Newsletter, 7(1) December 2001). To that end, students are expected to engage in a variety of activities designed to develop and demonstrate mastery of concepts and skills throughout the entire semester. Consequently, students in my courses are busy all semester long. The outcome is that students rarely fail my classes because they do not understand the material. Those who fail typically choose not to participate throughout the semester.

B. Activity

Since my appointment in the Department of Criminal Justice I have designed and implemented seven undergraduate and graduate courses. During the last 3 1/2 years my primary teaching responsibility has been the delivery of some of the more technical courses required of our students, undergraduate and graduate statistics, and graduate research methods. In addition, I teach a graduate program evaluation course each year that is one of two options for the required graduate policy course. I revamped each course during the last year to include more current readings, and better-designed individual and group exercises. In addition, I have re-designed the graduate statistics courses in an effort to expand the number of statistical techniques such that the students are better prepared to conduct thesis research.

As discussed in the first section of this narrative, I am quite active on graduate committees. I served as the chair of eight successfully completed theses. I served as the outside member of two

successfully completed theses. I served as the chair of nine successfully completed non-thesis oral examinations and was a member of fifteen others. I served as the Graduate School Dean's Representative of six master's final oral examinations and serve as the outside member on a Ph.D. committee for a student in the Department of Psychology. I am also co-chair of a doctoral committee for a student pursuing an Interdisciplinary Doctorate.

Student advising is another important aspect of teaching activity at NMSU. During my first two and one-half years I was the primary advisor of approximately fifty undergraduate students. During my last two years I have served as the Graduate Coordinator of the Master of Criminal Justice Program (MCJ). Within that capacity I make recommendations on new admissions, assistantship appointments, serve as primary adviser for all graduate students (approximately 20 new students each year) prior to selecting their thesis or non-thesis committee, coordinate graduate course offerings each semester, and administer the comprehensive examination process for each graduate student. I also continue to advise undergraduate students, some whom seek me out and others on an as need basis within the department.

Evidence of Teaching Effectiveness

In 1999 the College of Arts and Sciences nominated me for the Patricia Christmore Teaching Award.

In 2000 I was the recipient of the Patricia Christmore Teaching Award. This award is made annually to two nontenured tenure-track faculty members from the NMSU faculty.

As part of the departmental and university effort to insure that students receive the highest quality instruction, the students in each class complete teaching evaluations each semester. My scores on these evaluations are consistently statistically significant above the departmental average.

IV. Service

Although this aspect of professional service is not accorded a significant percentage weight (at NMSU from 5% to 15%; for me 10%) in terms of merit and promotion and tenure evaluation, it is still an important responsibility. I divide my service activity into the following categories: departmental, university, local and regional community, and academic community.

A. Departmental

Given the small number of faculty relative to the number of undergraduate and graduate majors, much of our departmental decision making takes place as a committee of the whole or in individual assignments. A few of the more critical functions I fulfilled for the department include ongoing involvement in undergraduate curriculum development; ongoing involvement in graduate curriculum development; ongoing involvement in the sequencing of graduate course offerings; undergraduate sophomore advisor for two years; and chair of faculty search committee.

In July of 1999 I became the graduate coordinator of the Master of Criminal Justice Program. The variety of activities was discussed in the "Teaching" section of this review. Suffice it to say that I spend considerably more time and energy fulfilling the graduate coordinator responsibilities than NMSU recognizes for service.

A final service function applies to both the departmental and university service categories. As discussed in the first section of this narrative, the Department of Criminal Justice, in response to a request from the NMSU President, makes its MCJ available to students via the Internet. As graduate coordinator, it is my responsibility to design a sequence of courses to facilitate completion of the MCJ in a three-year period. In addition, I was responsible for preparing the documents to receive NCA accreditation for this new format. NMSU intends to use these documents as a template for other departments choosing to offer their degrees using the same format.

B. University

I am beginning my third year of service on the College of Arts and Sciences Curriculum and Educational Policies Committee. This committee is responsible for reviewing all applications for new courses, changes to existing courses, and deletion of existing courses from all academic departments within the College of Arts and Sciences Curriculum.

C. Local and Regional Community

I consider this aspect of service to be an integral component of the university's land grant mission.

I was an active participant of the Juvenile Justice Advisory Board for District #3 in New Mexico until its dissolution last year. Within that capacity I chaired two committees and was a member of three others. I also provided substantial technical assistance in an ad hoc fashion.

I am a board member of the South Central New Mexico Prevention Coalition. Within that capacity I attend monthly meetings and provide technical assistance.

I provide ongoing technical assistance to the Southern Ute Reservation regarding issues associated with their criminal justice system.

D. Academic Community

I serve as member of the Editorial Review Board for *Juvenile and Family Court Journal*. Within that capacity I review an average of six manuscripts per year.

I also routinely review manuscripts for the following journals:

Journal of Criminal Justice, An International Journal - 2 manuscripts this year;
Justice Quarterly – average 1 manuscript per year.

V. Summary

When reviewing my efforts in research, teaching, and service I believe I exceed the minimal requirements for promotion at New Mexico State University.